

DOCUMENT RESUME

ED 164 625

TM 008 481

TITLE Achievement in Reading & Mathematics. 6th Grade.
INSTITUTION Texas Education Agency, Austin.
PUB DATE 78
NOTE 61p.; For related documents, see TM 008 100, 101, and 416 ; Parts may be marginally legible due to small print

EDRS PRICE MF-\$0.83 HC-\$3.50 Plus Postage.
DESCRIPTORS Academic Achievement; *Achievement Rating; Behavioral Objectives; Educational Assessment; *Elementary School Mathematics; Grade 6; Intermediate Grades; Norm Referenced Tests; *Performance Factors; *Reading Achievement; *State Surveys; *Student Characteristics; Test Results; Vocabulary

IDENTIFIERS California Achievement Tests; Texas; *Texas Assessment Project

ABSTRACT

Results of a survey using norm referenced tests of reading and mathematics for a large sample of sixth grade students throughout Texas are reported in detail. Statewide results are reported in terms of percentile ranks of average partial and total scores and in the percentage of students in each quarter of the norms. For each of 20 districts in the state, ethnic group percentages (blacks, Mexican American, and other) and percentile ranks are given. Data are also given for sex, type of school district, family income, special students, and for certain combinations of the above groups. Appendices list essential reading and mathematics objectives; labels and definitions for categories used in classifying data; and scaled scores, percentile ranks, and grade equivalents for reading and mathematics scores for all groups. (CTM)

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ACHIEVEMENT

IN READING & MATHEMATICS 6TH GRADE

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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TEXAS ASSESSMENT PROJECT
Texas Education Agency, Austin, 1978

TEXAS EDUCATION AGENCY

**COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964;
TITLE IX OF THE EDUCATION AMENDMENTS OF 1972; AND
THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL
DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER
DIVISION**

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- (1) acceptance policies on student transfers from other school districts;
- (2) operation of school bus routes or runs on a non-segregated basis;
- (3) non-discrimination in extracurricular activities and the use of school facilities;
- (4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the basis of race, color, national origin, or sex;
- (6) non-discriminatory practices relating to the use of a student's first language; and
- (7) evidence of published procedures for hearing complaints and grievances.

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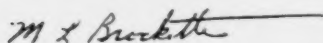
FOREWORD

The State Board of Education has a long-standing interest in finding out how well Texas students are achieving the basic competencies necessary to function as adults in our society. The Sixty-fifth Texas Legislature expressed its interest in better information for educational planning and improvement, and provided resources to be used for this purpose. To carry out this directive, the Texas Education Agency has conducted a statewide assessment of student achievement in four basic student goal areas.

We are both gratified and grateful for the positive response we received from local school officials in carrying out this assessment. Every one of more than 2,200 school campuses requested to participate in the study agreed to do so, and their cheerful cooperation throughout the effort was of inestimable value to the success of the project. We take this as a sign that the local school districts of Texas share a keen professional interest in being accountable, both in terms of recognizing their successes and of taking appropriate actions to strengthen their programs where weaknesses are identified.

The findings in these reports provide important information about where Texas students are achieving well and where they are experiencing learning problems. But assessment is only the first step toward improvement. The rest of the task consists of finding the problems within and outside the school that underlie low student achievement, adapting or inventing more effective instructional practices to overcome these problems, marshalling the support and commitment of parents and communities in understanding and joining with educators in solving these problems, providing the resources necessary to bring about planned change, and putting these improved instructional practices into effect.

We at the Texas Education Agency call upon local school districts, teacher education institutions, regional education service centers, professional organizations, the Texas Legislature, and the citizens of Texas to join us in using this information to bring about improvements in learning opportunities for Texas students. It is only through concerted efforts of the entire educational community that we can continue to move toward excellence and provide the finest possible educational programs for the children and youth of Texas.



M. L. Brockette
Commissioner of Education

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OVERVIEW

The Texas Assessment Project (TAP) was developed by the Texas Education Agency in cooperation with educators representing a variety of school districts and professional organizations. Designed to measure student achievement in reading, mathematics, writing (composition), and citizenship, the assessment was conducted in response to legal and policy directives from the Texas Legislature and the State Board of Education. These directives are contained in the Texas Education Code, Goals for Public School Education in Texas, Priorities of the State Board of Education, Senate Concurrent Resolutions 29 and 30, and Senate Bill 1 of the Sixty-fifth Texas Legislature.

MEASUREMENT INSTRUMENTS

Three kinds of measures used in the study provide information from different perspectives:

- Norm-referenced Tests (NRT) of reading and mathematics, to compare performance of Texas students with students in a national norm group
- Criterion-referenced Tests (CRT) of reading and mathematics, developed in Texas to determine degree of mastery of essential objectives already established for students in Texas schools
- Test exercises (items) for citizenship and writing, developed by the National Assessment of Educational Progress (NAEP), to determine achievement of Texas students on specific items, and to compare their performance with national and regional results of previous NAEP assessments

Reading and mathematics tests were administered to students in grades 6 and 11; writing and citizenship exercises were administered to 9-, 13-, and 17-year-olds.

ASSESSMENT DESIGN			
Goal Areas	Measurement Instruments		
	NRT	CRT	NAEP
Reading	6th Grade	6th & 11th Grades	
	Grade	Grades	
Mathematics	6th Grade	6th & 11th Grades	
	Grade	Grades	
Writing			9 Year Olds
			13 Year Olds
			17 Year Olds
			9 Year Olds
Citizenship			13 Year Olds
			17 Year Olds

SAMPLE OF STUDENTS

The sampling pattern for the study was planned to represent student performance statewide and within each of the 20 regions served by an education service center. The sample was not designed to be representative of any school district, campus, or classroom.

The sampling plan was developed under a contract with Research Triangle Institute (RTI) of Raleigh-Durham, North Carolina and is patterned after a similar sampling design used by the National Assessment of Educational Progress project. It was designed to provide a balance of ages and grades, a proportionate representation of ethnic groups, and a cross-section of different types of school districts. The sample of students tested in each region represents the total school population within that region.

A random sample of 113,307 students was selected to represent the total student population of 854,020 in the age and grade categories selected for testing.¹

TEST ADMINISTRATION

Tests were given to students by specially trained test administrators both to reduce the burden on school personnel and to ensure uniform administration of the tests throughout the state. A contract to conduct the testing was awarded by the State Board of Education to Research Triangle Institute. In April and May of 1978, over 5,000 testing sessions were conducted in 2,234 elementary and secondary schools.

REPORTS

Findings of the Texas Assessment Project are published in a series of six reports:

- *Reading – Texas Assessment of Essential Objectives*
- *Mathematics – Texas Assessment of Essential Objectives*
- *Achievement in Reading and Mathematics – 6th Grade*
- *Writing – A Statewide Assessment in Texas*
- *Citizenship – A Statewide Assessment in Texas*
- *Summary Report – Texas Assessment Project*

Copies of the reports or additional information may be obtained from:

Texas Education Agency
Division of Educational Assessment
201 East 11th Street
Austin, Texas 78701
Telephone: (512) 475-2066

¹For a complete description of the sample design, see the publication, *Sample Design for the Texas Assessment Project, Final Technical Report*, available from the Texas Education Agency.

MEASURING ACHIEVEMENT IN READING AND MATHEMATICS

This report covers the findings on the achievement of Texas sixth graders who took norm-referenced tests in reading and mathematics. The purpose of the assessment was to determine how the achievement of Texas sixth graders compares with that of a national sample of students in the basic skill areas of reading and mathematics. Reading and mathematics sections of the *California Achievement Test*² (CAT-77) were administered to two independent samples of approximately 10,400 sixth grade students each.

The CAT-77, a norm-referenced test, is designed to compare results with those of the national norm group used for standardizing the test. Although not related directly to the instructional program of any particular school district, a norm-referenced test provides a general reference for estimating the overall performance of a group of students in comparison with national performance by students of the same age or grade level.

Essential learning objectives in reading and mathematics³ have been established as basic competencies which all students in Texas are expected to attain by the completion of high school. The extent to which these objectives were measured was one criterion for selecting the norm-referenced test. The CAT-77 covers some of the essential objectives, but does not provide all the information necessary to develop plans for educational improvement.⁴ *

Use of the test to compare a cross-section of Texas students requires the inclusion of students of all types and abilities in a national norm group. Ethnic representation in the national sample is of special interest since the Texas population of sixth grade students is comprised of 16 percent black, 27 percent Mexican American, and 57 percent from all other ethnic groups. Of the tests reviewed, the CAT-77 with 12 percent black, 9 percent Hispanic,⁵ and 79 percent from other ethnic designations most closely approximates Texas ethnic distributions. The national norm sample, which included 15 districts from Texas, was composed of 200,000 students representing 37.5 percent large school districts, 37.5 percent midsize districts, and 25 percent small school districts.

²*California Achievement Test* - 1977, Level 16, Form C, published by CTB/McGraw-Hill, Monterey, California.

³Lists of these objectives are contained in Appendix A, page 30.

⁴Selected essential objectives in reading and mathematics were also measured by criterion-referenced tests constructed especially for Texas. The results of these criterion-referenced tests are reported in companion documents.

⁵The group called Mexican American in Texas is comparable to the group labeled Hispanic in the national norming population.

TEST CONTENT

Subject matter measured by the mathematics and reading sections of the CAT-77 used in the Texas Assessment Project is described below:

Mathematics — The mathematics portion consists of two subtests: (1) computation and (2) concepts and applications. The Mathematics Computation Test contains 40 items that measure addition, subtraction, multiplication, and division skills. Each operation is measured by 10 questions. Questions include operations with whole numbers, fractions, and decimals.

The 45 questions in the Mathematics Concepts and Applications Test measure specific skills in understanding and using mathematics concepts. This subtest requires that students recognize concepts and apply problem-solving operations in various contexts. The questions cover numeration, number theory, number sentences, number properties, geometry, measurement, graphs, and story problems.

Reading — The reading portion also includes two subtests: (1) vocabulary and (2) comprehension. The Reading Vocabulary Test contains 30 questions divided into three areas requiring students to identify words with identical meanings, identify words which are opposite in meaning, and use words within the context of a sentence to identify their meanings.

The Reading Comprehension Test contains 40 questions based on a variety of reading selections, including biographical sketches, factual accounts, fictional passages, poems, speeches, advertisements, letters, and radio and television commercials. Questions measure literal, interpretive, and critical comprehension skills.

TEST SCORING

Correct responses were tabulated to determine a student's total score. The following diagram shows the number of responses for each portion of the CAT-77 reading and mathematics tests used in this study.

MATHEMATICS

COMPUTATION SCORE

Comes from
responses to
40 questions

CONCEPTS AND APPLICATIONS SCORE

Comes from
responses to
45 questions

TOTAL MATHEMATICS SCORE

Comes from
responses to 85
questions on both
mathematics sub-
tests

READING

VOCABULARY SCORE

Comes from
responses to
30 questions

READING COMPREHENSION SCORE

Comes from
responses to
40 questions

TOTAL READING SCORE

Comes from
responses to 70
questions on both
reading subtests

SPECIAL CONSIDERATIONS

When reviewing results, the reader should keep several factors in mind:

- Reading and mathematics tests were administered to separate samples of sixth graders. The sampling procedures permit reporting with a high degree of confidence that the findings reliably represent performance of all Texas sixth graders.
- In order to highlight trends and determine problem areas, this report focuses upon groups of students and group averages. This focus tends to obscure the fact that some individuals in every group scored higher or lower than the average score for that group.
- These results can be used to identify successes and problem areas in achievement of students on a statewide basis and within each of the 20 regions of the state. No information is available from this sample about the performance of any school district, school campus, educational program, teacher, or individual student. Therefore, no attempt should be made to use these findings to make judgments about the performance of any single local school district, campus, teacher, or student.

- The findings reported here are results from measurements taken in April of 1978. To measure change in the achievement of students, performance data must be gathered over a period of time.
- Conventional methods were used to determine statistical significance of differences between group scores. Only statistically significant differences were used as the basis for the findings in this report. The methodology for determining statistical significance, including sample sizes, is contained in the technical documentation.

STATEWIDE AND REGIONAL ACHIEVEMENT

This section presents the performance of Texas sixth grade students on the *California Achievement Test* (CAT-77). Statewide results are followed by results of several sub-populations of sixth graders. Definitions of these sub-populations are provided in Appendix B, page 35. Appendices C, page 42 and D, page 47 provide tables of scale scores, percentile ranks, and grade equivalents for groups of sixth grade students.

STATEWIDE RESULTS

Texas sixth graders attained a higher average score than their national peers in mathematics computation skills, ranking at the 54th percentile⁶ on national norms. Texas students' average scores were below the national average on the other tests. These results are shown in Table I.

TABLE I

PERCENTILE RANKS OF AVERAGE SCORES OF TEXAS SIXTH GRADERS

(National Average = 50 %ile)

READING

Vocabulary

47 %ile

Comprehension

44 %ile

Total Reading

45 %ile

MATHEMATICS

Computation

54 %ile

Concepts and
Applications

43 %ile

Total
Mathematics

48 %ile

⁶Percentile rank represents the percentage of students in the national norm sample who attained a score lower than any given score. The national average is the 50th percentile.

Another representation of scores used in norm-referenced testing is the grade equivalent.⁷ Table II shows Texas sixth graders' average scores converted into grade equivalents.

TABLE II
GRADE EQUIVALENTS OF AVERAGE SCORES
OF TEXAS SIXTH GRADERS

(National Estimate = 6.7 GE)		
READING		
Vocabulary	Comprehension	Total Reading
6.4 GE	6.3 GE	6.3 GE
MATHEMATICS		
Computation	Concepts and Applications	Total Mathematics
6.9 GE	6.3 GE	6.6 GE

Scores reported in Tables I and II compared average scores of Texas students with average scores of the national norm group. Figures 1 and 2 show national scores distributed on the basis of four equal quarters. The percentages of Texas students scoring within these four quarters are shown beside the national quarters.

⁷Grade equivalent (GE) is a score used to estimate achievement in terms of a school grade and month of grade, assuming a 10-month school year. For example, if a group of students has an average grade equivalent score of 6.1 on the CAT-77 Total Reading, their average score is similar to the average score a group of sixth graders in the second month (October) of the school year would be expected to attain, if given the same test.

READING

PERCENT OF TEXAS SIXTH GRADE STUDENTS SCORING IN EACH QUARTER OF THE NATIONAL DISTRIBUTION

TOTAL READING

	NATIONAL	TEXAS
HIGHEST QUARTER	25%	17%
MIDDLE RANGE	25%	24%
	25%	31%
LOWEST QUARTER	25%	28%

VOCABULARY

	NATIONAL	TEXAS
HIGHEST QUARTER	25%	17%
MIDDLE RANGE	25%	26%
	25%	32%
LOWEST QUARTER	25%	25%

COMPREHENSION

	NATIONAL	TEXAS
HIGHEST QUARTER	25%	17%
MIDDLE RANGE	25%	26%
	25%	26%
LOWEST QUARTER	25%	31%

FIGURE 1

MATHEMATICS

PERCENT OF TEXAS SIXTH GRADE STUDENTS SCORING IN EACH QUARTER OF THE NATIONAL DISTRIBUTION

TOTAL MATHEMATICS

	NATIONAL	TEXAS
HIGHEST QUARTER	25%	18%
MIDDLE RANGE	25%	29%
	25%	28%
LOWEST QUARTER	25%	25%

COMPUTATION

	NATIONAL	TEXAS
HIGHEST QUARTER	25%	27%
MIDDLE RANGE	25%	23%
	25%	28%
LOWEST QUARTER	25%	22%

CONCEPTS AND APPLICATIONS

	NATIONAL	TEXAS
HIGHEST QUARTER	25%	16%
MIDDLE RANGE	25%	27%
	25%	27%
LOWEST QUARTER	25%	30%

FIGURE 2

DEMOGRAPHIC INFORMATION ABOUT TEXAS

Since the performance of Texas students is being compared with the performance of other students in the nation, a comparison of the state with the nation on selected variables may contribute to a better understanding of the Texas results. Table III compares Texas to the nation in terms of three ethnic populations. The percentages shown in Table III for student populations are for total students, grades K-12.

TABLE III
COMPARISON OF TEXAS WITH THE NATION:
ETHNIC STUDENT POPULATION

	TEXAS	UNITED STATES
MINORITY STUDENT POPULATION		
Black	15.3%	14.5%
Mexican American	25.3%	5.6%
Other	59.4%	79.9%
(Texas Education Annual Fall Survey, 1977, and U.S. Bureau of Census Statistical Abstract, 1977)		

Table IV shows the comparative percentages of persons below the poverty level in Texas and in the United States. The poverty percentages are based on 1975 data which defined the poverty level as \$5,500 for a non-farm family of four. These figures are based on total population.

TABLE IV
COMPARISON OF TEXAS WITH THE NATION:
POVERTY LEVEL

	TEXAS	UNITED STATES
PERSONS BELOW THE POVERTY LEVEL	15.2%	11.4%
(U.S. Bureau of Census Statistical Abstract, 1977)		

Tables III and IV show that:

- Texas has approximately the same proportion of black students, but more than four and one-half times as high a proportion of Mexican American students as the nation.
- Texas has twice the proportion of minority students as the nation.
- Texas has a higher proportion of persons below the poverty level than the nation.

The two largest minority groups, blacks and Mexican Americans, constitute 40.6 percent of the Texas population, compared with 20.1 percent of the national population.

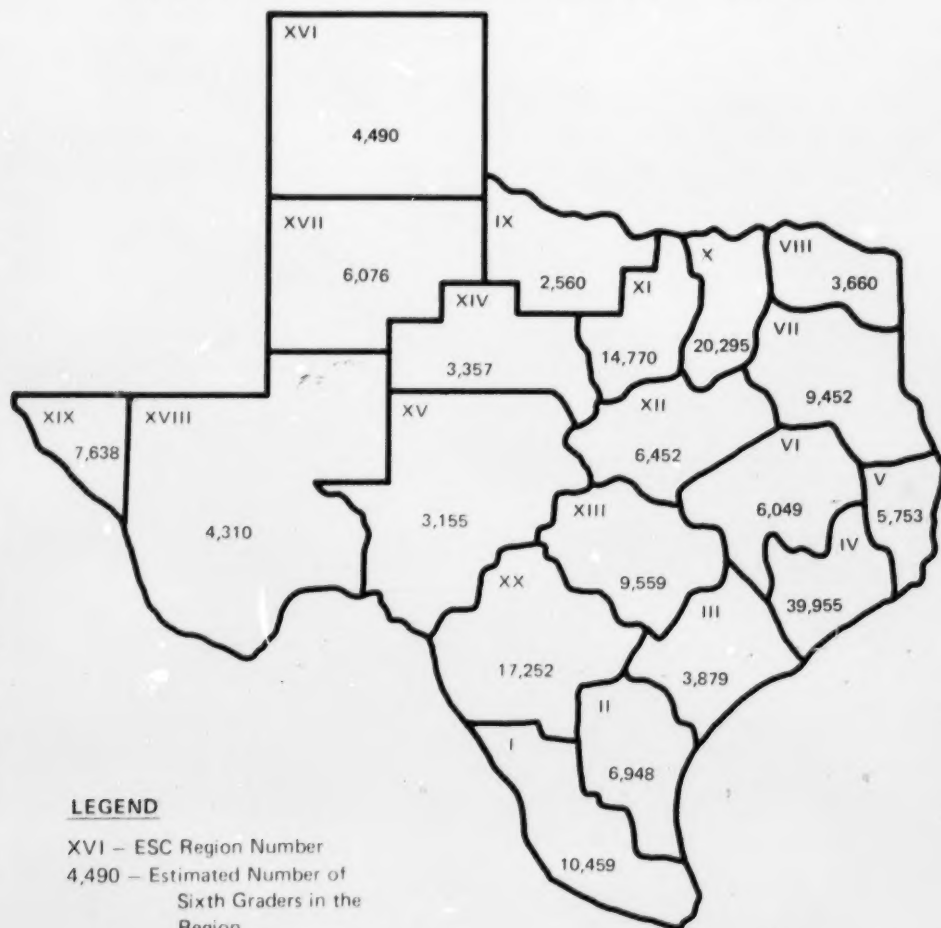
The relationship between norm-referenced measurements of academic performance and students grouped by ethnicity or by socio-economic status has been well documented in educational research. Results of past Texas assessments have shown that black and Mexican American students generally perform below other students on standardized achievement tests.⁸ Since Texas has a larger proportion of minority students and more persons below the poverty level than the nation, the performance of Texas students, as a group, would be expected to be lower than the overall national norms.

⁸For further discussion see *1971 Texas Achievement Appraisal Study, Sixth Grade Mathematics, and Sixth Grade Reading*, Texas Education Agency publications.

REGIONAL RESULTS

The 20 regional education service centers provide a broad range of planning, curriculum, inservice training, instructional media, and other services to school districts within their geographic areas. Education service centers have no responsibility to provide direct instruction to students, nor do they have responsibility for school district administration or governance. Figure 3 shows a map of Texas divided into education service center regions with the estimated number of sixth graders in each region.

TWENTY EDUCATION SERVICE CENTER REGIONS OF TEXAS AND SIXTH GRADE POPULATION WITHIN EACH REGION



LEGEND

XVI – ESC Region Number
4,490 – Estimated Number of
Sixth Graders in the
Region

FIGURE 3

Assessment information collected about students within each of the 20 regions will be useful in studying regional patterns of student performance. These regional results will not be used to evaluate the effectiveness of the education service centers but will provide information each center can use to assess the needs of its districts and to plan and provide effective assistance.

Factors such as differences in size of population, percentage of minority students, and percentage of students from homes with low family income should be taken into account when studying and interpreting the average scores of students in the respective regions. Table V provides information on the ethnic percentage and the percentile scores of sixth grade students for each of the 20 regions of the state.

Students in some of the regions attained average scores above the national norms, for example, Region IX in total mathematics, and Region XVI in both reading and mathematics. Students in eleven regions scored significantly below the national average in total reading; students in three regions scored significantly below the national average in total mathematics. From the figures in Table V, it would appear that students in more regions than are noted in this paragraph scored below the national norms. However, some of the differences from national averages were not statistically significant.

TABLE V
ETHNIC PERCENTAGES AND PERCENTILE RANKS
OF SIXTH GRADE STUDENTS BY REGIONS

Region	ETHNIC PERCENTAGES			READING PERCENTILE RANK			MATHEMATICS PERCENTILE RANK		
	% Black	% Mexican American	% Other	Vocabulary %ile	Comprehension %ile	Total %ile	Computation %ile	Concepts And Applications %ile	Total %ile
I	0*	90	10	31	32	31	53	34	43
II	3	63	34	44	43	43	46	38	42
III	15	35	50	44	41	42	55	44	50
IV	24	16	60	47	45	46	54	43	48
V	28	3	69	48	44	45	51	42	46
VI	23	6	71	50	42	45	58	47	53
VII	27	2	71	47	41	43	50	43	46
VIII	28	1	71	48	43	45	54	45	50
IX	10	8	82	52	48	50	58	51	55
X	23	9	68	50	45	47	53	43	48
XI	14	8	78	55	53	54	51	50	50
XII	21	11	68	49	45	46	56	48	52
XIII	14	28	58	48	46	47	57	49	54
XIV	6	22	72	52	49	51	57	48	52
XV	4	39	57	49	47	47	59	45	52
XVI	6	20	74	56	57	57	64	54	60
XVII	10	39	51	43	43	43	51	43	47
XVIII	7	34	59	46	47	46	54	45	49
XIX	3	68	29	39	41	40	56	45	50
XX	7	58	35	39	35	36	50	37	43
State	16	27	57	47	44	45	54	43	48

* Less than 1/4%

Note: Some of the differences between region scores and national norms are not statistically significant.

ACHIEVEMENT OF OTHER REPORTING GROUPS

Information about the students who participated in the Texas Assessment Project was collected in two ways: by asking school officials to provide specific data and by asking students themselves at the time of testing. Appendix E, page 52 displays copies of the forms used to gather this information.

SEX

Table VI compares the performance of sixth grade males and females in reading and mathematics.

TABLE VI
PERCENTILE RANKS OF AVERAGE SCORES OF
TEXAS SIXTH GRADERS
BY SEX

(National Average = 50 %ile)			
READING			
	Vocabulary	Comprehension	Total Reading
Male	45 %ile	40 %ile	42 %ile
Female	48 %ile	48 %ile	47 %ile*
MATHEMATICS			
	Computation	Concepts and Applications	Total Mathematics
Male	48 %ile	42 %ile	46 %ile
Female	58 %ile	45 %ile	52 %ile

*The Total Reading percentile score is not an average of the Vocabulary and Comprehension percentile scores.

Females attained an average score above the national average on the test of mathematics computation. Females performed better than males in all areas tested. Males as a group scored lowest on reading comprehension and mathematics concepts and applications.

ETHNICITY

Scores were analyzed for each ethnic group separately. The three groups considered were black, Mexican American, and other. (The "other" category is made up almost entirely of white students.) Table VII shows average performance for each of three ethnic groups.

TABLE VII
PERCENTILE RANKS OF AVERAGE SCORES OF
TEXAS SIXTH GRADERS
BY ETHNICITY

(National Average = 50%ile)

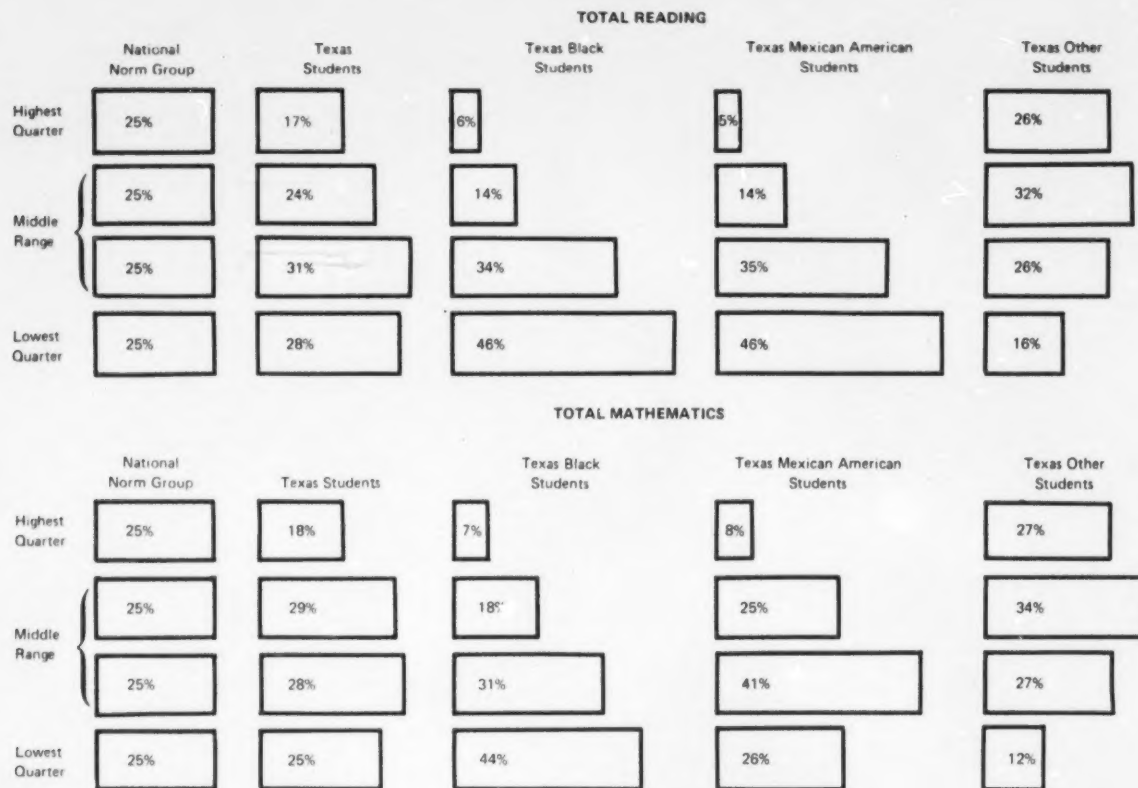
READING			
	Vocabulary	Comprehension	Total Reading
Black	29 %ile	28 %ile	28 %ile
Mexican American	29 %ile	30 %ile	29 %ile
Other	60 %ile	56 %ile	58 %ile
MATHEMATICS			
	Computation	Concepts and Applications	Total Mathematics
Black	36 %ile	26 %ile	30 %ile
Mexican American	47 %ile	32 %ile	38 %ile
Other	62 %ile	55 %ile	59 %ile

"Other" students as a group attained average scores above the national norms on all tests. Both black and Mexican American students as groups scored below the national averages. Black students' performance was lower than that of Mexican American students on the mathematics tests.

Figure 4 compares the national score distribution by four quarters with the performance of Texas ethnic groups. The scores attained in total reading by the highest 25 percent of students in the national norm population were attained by 6 percent of black students in Texas, by 5 percent of the Mexican American students in Texas, and by 26 percent of "other" students in Texas.

The percentage of Texas Students whose performance was within the range of each national quarter is shown to the right of the national performance.

PERCENT OF ETHNIC GROUPS SCORING IN EACH NATIONAL QUARTER



SEX AND ETHNICITY DIFFERENCES

Table VIII displays the differences in performance between males and females for each of the three ethnic groups. Black males as a group had the lowest average scores. "Other" females attained the highest average scores of all these groups.

TABLE VIII
PERCENTILE RANKS OF AVERAGE SCORES
OF TEXAS SIXTH GRADERS
BY SEX AND ETHNICITY

(National Average = 50 %ile)		
TOTAL READING		
	Male	Female
Black	23 %ile	32 %ile
Mexican American	27 %ile	31 %ile
Other	57 %ile	60 %ile
TOTAL MATHEMATICS		
	Male	Female
Black	25 %ile	34 %ile
Mexican American	36 %ile	41 %ile
Other	56 %ile	62 %ile

SIZE AND TYPE OF SCHOOL DISTRICT

The 1,100 Texas school districts vary in numbers of students and types of community from large central cities to small rural communities. To examine the relationship between differences in school districts and student performance, districts were classified according to the number of pupils in average daily attendance (ADA). The performance of sixth graders by size of school districts is provided in Appendix C, page 43 and in Appendix D, page 48. Since differences in average scores of students by size of districts were similar to differences by district type, only district type results are discussed here.

United States Bureau of Census information was used to classify school districts according to type. Table IX provides information on the performance of sixth graders according to five types of school districts:

- Urban – The central cities of the state's seven largest Standard Metropolitan Statistical Areas as defined by the U.S. Bureau of Census
- Other Central City – The central cities in the state's remaining Standard Metropolitan Statistical Areas as defined by the U.S. Bureau of Census.
- Suburban – Outlying districts adjacent to a central city.
- Non-Metropolitan – Districts not defined as one of the other four types.
- Rural – Districts with fewer than 1,000 ADA having no central town.

TABLE IX
PERCENTILE RANKS OF AVERAGE SCORES OF
TEXAS SIXTH GRADERS
BY TYPE OF SCHOOL DISTRICT

(National Average = 50 %ile)

READING

	Vocabulary	Comprehension	Total Reading
Urban	38 %ile	35 %ile	36 %ile
Other Central City	44 %ile	43 %ile	44 %ile
Suburban	56 %ile	53 %ile	54 %ile
Non-Metropolitan	46 %ile	43 %ile	44 %ile
Rural	41 %ile	39 %ile	39 %ile

MATHEMATICS

	Computation	Concepts and Applications	Total Mathematics
Urban	47 %ile	37 %ile	42 %ile
Other Central City	56 %ile	44 %ile	50 %ile
Suburban	58 %ile	49 %ile	54 %ile
Non-Metropolitan	53 %ile	43 %ile	48 %ile
Rural	53 %ile	43 %ile	48 %ile

Students in suburban school districts as a group scored at or above national norms and had higher average scores than students from the other types of districts. Average scores of students enrolled in urban districts were lower than those of students in other types of districts and average scores of students from rural districts were almost as low as urban scores.

SCHOOL DISTRICT TYPE AND ETHNIC GROUP

The most prominent differences in student performance were found in the results for the three ethnic groups. Before inferences can be made about the performance of students in five types of districts, the ethnic proportions of the student populations in each district type must be considered. This comparison is shown in Table X, which gives the reading and mathematics scores by ethnic group for each of the five types of school districts.

Ethnic composition and economic status of student populations are especially important when considering the performance of students in the urban school districts. These districts have large proportions of ethnic minority students and of students from low income families. When these factors are separated, the data indicate that minority students and "other" students are achieving about as well as — in mathematics computation better than — their counterparts in the suburban districts. The same cannot be said, however, for students in rural districts. Students in each of the three ethnic groups in rural districts performed less well than their ethnic counterparts in the other four types of districts on most of the tests. Black students in urban districts attained average scores higher than black students in rural districts on every test except mathematics computation, where the scores were the same.

TABLE X

**PERCENTILE RANKS OF AVERAGE SCORES OF
TEXAS SIXTH GRADERS BY ETHNIC GROUP AND
TYPE OF SCHOOL DISTRICT**

(National Average = 50 %ile)

READING

	Vocabulary			Comprehension			Total Reading		
	Mexican			Mexican			Mexican		
	Black	American	Other	Black	American	Other	Black	American	Other
	% ile	% ile	% ile	% ile	% ile	% ile	% ile	% ile	% ile
Urban	28	30	61	28	29	57	27	28	58
Other Central									
City	28	29	63	28	31	59	26	30	61
Suburban	33	30	63	31	33	60	32	31	62
Non-Metropolitan	29	28	58	28	29	53	27	28	55
Rural	26	19	49	23	24	45	23	20	46

MATHEMATICS

	Computation			Concepts and Applications			Total Mathematics		
	Mexican			Mexican			Mexican		
	Black	American	Other	Black	American	Other	Black	American	Other
	% ile	% ile	% ile	% ile	% ile	% ile	% ile	% ile	% ile
Urban	36	47	64	27	32	60	30	39	63
Other Central									
City	35	50	67	26	34	60	29	42	64
Suburban	31	46	63	28	35	54	28	40	59
Non-Metropolitan	38	45	60	25	30	54	30	36	57
Rural	36	42	57	24	31	49	28	36	53

FAMILY INCOME

Other studies have shown a relationship between student performance and family economic status. Eligibility for participation in the National School Lunch Program, which provides free or reduced price meals for students, is a dependable indicator of low economic status. Eligibility for this program, which operates in 1,063 of the 1,100 Texas school districts, is based on family size and income. Information about eligibility for free or reduced price lunch was taken from school records.

Based on this criterion, about 36 percent of the sixth grade population were identified as members of low income families.

Table XI compares total reading and mathematics scores of students who are members of low income families with those who are not.

TABLE XI
PERCENTILE RANKS OF AVERAGE SCORES OF
TEXAS SIXTH GRADERS
BY FAMILY INCOME

(National Average = 50 %ile)			
READING			
Low Income	Vocabulary	Comprehension	Total Reading
Yes	28 %ile	28 %ile	26 %ile*
No	58 %ile	54 %ile	56 %ile
MATHEMATICS			
Low Income	Computation	Concepts and Applications	Total Mathematics
Yes	41 %ile	28 %ile	33 %ile
No	61 %ile	52 %ile	57 %ile

*The Total Reading percentile score is not an average of the Vocabulary and Comprehension percentile scores.

Students who are not from low income families scored above the national average as a group on all the reading and mathematics tests, while students from low income families scored below national norms on all tests.

FAMILY INCOME AND ETHNICITY

Sixty-four percent of the sixth grade black students, 70 percent of the Mexican Americans, and 11 percent of the students in the "other" category were members of low income families. Table XII shows Texas sixth grade student performance by ethnic group in relation to economic status of the students' families.

TABLE XII

PERCENTILE RANKS OF AVERAGE SCORES OF TEXAS SIXTH GRADERS BY ETHNIC GROUP AND FAMILY INCOME

(National Average = 50 %ile)						
	TOTAL READING			TOTAL MATHEMATICS		
	Black % ile	Mexican	Other % ile	Black % ile	Mexican	Other % ile
		American % ile			American % ile	
Low Income						
Yes	22	25	41	26	34	44
No	37	40	60	37	48	61

When both economic status of the family and ethnicity are considered, certain relationships can be observed:

- Black students from low income families scored lowest of all groups on both tests.
- "Other" students from low income families scored below national norms, and their average scores were similar to those of black and Mexican American students who are not from low income families.
- Mexican American students who are not from low income families scored near the national norm in mathematics. However, their performance was still below that of "other" students from average or above average income families.
- Ethnic minority and low income status are each associated with low group performance in both reading and mathematics. When these two factors are combined, they are associated with still lower average performance. However, some individual students from low income families and ethnic minority groups made high scores on these tests.

PER PUPIL EXPENDITURE

School districts were classified by amount of state and local money spent per student (per pupil expenditure). Since federal funds and money expended for capital outlay and for bonded indebtedness are not included in these figures, the figures do not represent the total amount most districts spent per pupil. Appendix C, page 43 and Appendix D, page 48 show student performance in reading and mathematics according to five categories of per pupil expenditure. Results based on these data indicate little difference in student performance in reading and mathematics between most of the categories of per pupil expenditure. In the "Under \$700" category, however, student scores are somewhat lower than those in the other four groups.

To reach any definitive conclusions about the relationship between per pupil expenditure and levels of student achievement, more information would be necessary, such as:

- All sources of funds (beyond state and local sources), to give a total picture of amounts of money being spent per pupil by a district
- Distribution of funds to campuses within a district and to programs for specified student populations within a campus
- Patterns of achievement within districts

SPECIAL STUDENT POPULATIONS

School officials were asked to indicate whether students participated in the following special programs:

- Gifted and Talented -- Is the student participating in a planned program of differentiated instruction for the gifted and/or talented?
- Title I- Regular and Title I- Migrant -- Is the student listed as a participant in these federally funded programs for the educationally disadvantaged?
- State Compensatory Education -- Is the student listed as a participant in this state funded program for the educationally disadvantaged student?
- Special Education -- Is the student a participant in a program for persons who are handicapped?

Table XIII gives the total reading and total mathematics scores for Texas sixth graders grouped by participation in these special programs. Among the special education programs, only those students participating in programs for the language and/or learning disabled were tested in sufficient numbers for results to be reliably reported.

TABLE XIII
PERCENTILE RANKS OF AVERAGE SCORES
OF TEXAS SIXTH GRADERS
BY SPECIAL STUDENT POPULATIONS

(National Average = 50 %ile)		
	Total Reading	Total Mathematics
Gifted/Talented	74 %ile	76 %ile
Title I Regular	19 %ile	26 %ile
State Compensatory Education	28 %ile	34 %ile
Language/Learning Disability	12 %ile	12 %ile

Students enrolled in special programs for the gifted and talented scored considerably higher than the national average. This may indicate that most of these students are enrolled in gifted and talented programs because of academic superiority. Information collected for this study did not distinguish between programs for the academically gifted and programs for students talented in other areas, such as leadership or music.

Test scores of students participating in Title I Regular and State Compensatory Education show that they are educationally disadvantaged, as their enrollment in these programs would indicate. Scores of students participating in Title I Migrant programs are shown in Appendix C, page 44 and Appendix D, page 49.

Pupils with language and/or learning disability made the lowest average scores. Since one of the criteria for placement in this program is low academic performance, these scores were expected to be low.

LANGUAGE SPOKEN IN THE HOME

Students were asked to respond to questions about dominant home language. Responses to questions, "Is English the language spoken most often in your home?" and "Is a language other than English spoken in your home?" were combined to establish the categories: "Use Only English," "Use English Most Often," and "Use Another Language Most Often."

Appendix C, page 46 and Appendix D, page 51 show results for the three language categories in reading and mathematics.

Students who responded that they use only English in their homes scored highest, with average scores above the national norms. Those who reported using English most often scored next highest, slightly below the national norms on most of the tests. Those students who reported using a language other than English most often in the home scored lowest, below the national norms on all tests.

OTHER HOME FACTORS

Students were asked to provide demographic information to help identify factors believed to influence learning. These included reading materials in the home, reading for fun, amount of television watched, and amount of time spent per week on homework. Though a direct cause-and-effect relationship between performance and these indices is not implied, these factors are different for high and low achievers.

Responses of students indicate that many homes have few reading materials. Thirty-seven percent of sixth graders' homes did not receive magazines regularly, and 10 percent had fewer than 25 books.

Students who reported little or no reading materials at home (newspapers, magazines, books, encyclopedias) scored consistently below the national norms on all tests. Conversely, students who reported extensive reading materials in the home scored above the national average on all tests. Having few books in the home appeared to be associated with lowest scores consistently across all the tests in reading and mathematics.

Ninety percent of the students who scored in the top quarter in total reading reported that they read books for fun when not in school. This figure contrasts with the 68 percent in the lowest quarter who reported that they read books for fun.

A consistent pattern was found with respect to the amount of time students reported watching television daily:

- Students who reported having watched up to two hours attained the highest scores on all tests in both reading and mathematics. These scores were at or above the national norms.
- Students who reported watching no television and those who watched two to four hours performed slightly less well than those who watched some television but not more than two hours.
- Students who reported watching more than four hours of television per day attained scores lower than those who had viewed television less than four hours or not at all. Students who reported watching television more than five hours attained lower scores than any of the other groups, well below the national norms.

Students who reported doing more than five hours of homework per week performed consistently above the national average as a group, and performed better than students who did less than five hours of homework or none at all. On the mathematics tests, students who reported that they were assigned homework but did not complete it scored the lowest of all groups. In the area of reading, students who reported no homework assigned and those who reported that they did not do assigned homework attained the lowest average scores, well below national norms. Those who did some homework (less than five hours per week) attained scores near national norms on all tests.

MAJOR FINDINGS

1. Texas sixth grade students scored four percentile points above the national average on the mathematics computation test. On the other tests of reading and mathematics, average scores were below national norms. On the mathematics concepts and applications test, Texas sixth graders scored seven percentile points below the national average. In reading, average scores were below the national average by three percentile points in vocabulary and six percentile points in comprehension.
2. In both reading and mathematics, Texas sixth grade students performed better on the skills judged to be more fundamental than on those judged to be higher order cognitive skills. In mathematics, the computation score was higher than the concepts and applications score; in reading, the vocabulary score was higher than the comprehension score. This pattern of performance was found consistently for sixth grade students as a total group as well as for each of the various sub-groups.

3. Differences were found among the average scores of students in the 20 geographical regions of the state. In most of the regions student performance was above national norms on some tests and below on others. Regional findings do not represent an evaluation of the effectiveness of the regional education service centers. They do, however, provide information for use by each regional center in planning and providing services to address the needs of students and school districts.
4. The most striking differences in performance were found among the three ethnic groups studied:
 - Average scores of "other" students were above national norms by at least five percentile points on all tests.
 - Average scores of black students were 14 or more percentile points below national norms on all tests. Three-fourths of black students attained total mathematics and reading scores below national norms.
 - Total mathematics and reading scores of Mexican American students as a group were 12 or more percentile points below the national average. Scores attained by Mexican American students were similar to those of black students, with the notable exception that Mexican American students scored near the national median in mathematics computation.

These findings do not imply that minority students cannot achieve as well as other students. Some, in fact, attained scores well above the national average. The data show, however, that disproportionately large numbers of black and Mexican American students have not achieved at a level comparable to "other" students. More information is required to determine what factors, other than ethnicity, are related to lower performance.

5. Approximately one-third of sixth grade students were identified as being members of low income families. These students as a group scored below the national norms. Students not from low income families attained average scores above national norms on all tests.
6. In reading and mathematics, "other" students who were not from low income families scored more than 35 percentile points higher than black students from low income families. In reading, Mexican American students from low income families scored 35 percentile points below "other" students not from low income families. Two additional findings in this area were:
 - Mexican American students not from low income families attained an average score in total mathematics that was near the national norm.
 - "Other" students from low income families attained average scores on both total mathematics and total reading that were below the national average. These students' scores were almost 20 percentile points below the average scores attained by "other" students who were not from low income families.

7. Average scores of students in suburban school districts were higher than average scores of students in the other four types of districts. Average scores of students enrolled in urban school districts were below national norms for all tests and were lower than scores of students in the other types of districts.

When ethnicity is taken into account along with type of school district, a different picture emerges. The data in this study show that black, Mexican American, and "other" students in urban districts performed almost as well as, in some cases better than, their counterparts in the suburban districts. Since urban districts tend to have larger proportions of ethnic minority students and students from low income families, average scores for students in the urban districts were expected to be lower than those of students in suburban districts. However, this factor does not explain why students from rural districts as a total group performed lower. Students in all three ethnic groups in the rural districts attained lower average scores than their counterparts in suburban and urban districts.

8. Females performed better than males on all sixth grade tests. Females scored above the national average in total mathematics and below the national norm in total reading. Males attained average scores below national norms on all tests.
9. There were no consistent differences in performance of sixth grade students among the five categories of districts based on per pupil expenditure. The only difference found was that in districts which expended less than \$700 per pupil of state and local funds, student scores were somewhat lower than those for the other four categories. For definitive conclusions about the relationship between per pupil expenditure and levels of achievement, more information is required.
10. Analyses of these test data support the view that school districts have generally identified and placed students with special learning characteristics in appropriate special programs.
11. Several important relationships were found between student performance on these tests and factors in the homes reported by students:

- **Language Spoken in the Home** — Students who reported that English was the predominant language spoken at home attained higher average scores on both reading and mathematics tests than those who reported other languages spoken at home. Students who reported that a language other than English was spoken most often at home scored lower than the national average, especially on the reading tests where their average scores were 23 percentile points below national norms.

- **Homework** — Students who reported that they were not assigned any homework, or did not complete homework that was assigned, scored lower than national norms on both reading and mathematics tests. Students who reported doing more than five hours of homework per week scored above the national average.

• **Amount of Television Watched** — Amount of time students reported they spent watching television was found to be associated with performance on these tests. Students who reported watching up to two hours of television a day scored at the national average or above on all tests. Those who reported watching more than four hours of television scored below national norms. Those who watched more than five hours attained lowest scores on all tests. attained even lower scores on all tests.

• **Reading Materials in the Home** — Students who reported little or no reading materials at home (newspapers, magazines, books, encyclopedias) scored consistently below national norms on all tests. Conversely, students who reported extensive reading materials in the home scored above national norms on all tests. It appears that availability of magazines and books in the home is particularly associated with higher achievement in both reading and mathematics.

APPENDIX A

ESSENTIAL READING OBJECTIVES

MID-POINT LEVEL

GENERAL COMPREHENSION SKILLS

AFTER READING A GIVEN SELECTION AT A REASONABLE RATE AND AT A LEVEL OF DIFFICULTY APPROPRIATE TO AGE-LEVEL EXPECTATION, THE LEARNER CAN:

1. Identify the main idea.
2. Recall specific facts and details.
3. Arrange a list of events in sequence.
4. Recognize the similarities and/or differences with another selection.
5. Distinguish between real and make-believe.
6. Distinguish between fact and non-fact.
7. Draw logical conclusions.
8. Write an appropriate conclusion to a given sequence of events.
9. Predict probable future actions or outcomes.
10. Use context to understand the meaning of words.

APPLIED READING COMPREHENSION SKILLS

IN A GIVEN SITUATION REQUIRING THE APPLICATION OF READING SKILLS, AND AT A LEVEL OF DIFFICULTY APPROPRIATE TO AGE-LEVEL EXPECTATION, THE LEARNER CAN:

11. Use a card catalog to find the author, title, and subject cards for the same book.
12. Use an index to locate information (e.g., in newspapers and reference materials).
13. Use guide words to locate specific information in a dictionary or encyclopedia.
14. Select words or phrases from a passage that indicate under what topic information in other materials may be found.
15. Use maps, charts, graphs, and schedules to get information.
16. Follow a set of written directions.
17. Survey the chapter titles, pictures, and summary paragraphs of a book to determine the general content of that book.

HIGH-SCHOOL COMPLETION

GENERAL COMPREHENSION SKILLS

AFTER READING A GIVEN SELECTION AT A REASONABLE RATE AND AT A LEVEL OF DIFFICULTY APPROPRIATE TO AGE-LEVEL EXPECTATION, THE LEARNER CAN:

1. Identify the main idea.

2. Recall specific facts and details
3. Arrange a list of events in sequence.
4. Perceive cause and effect relationships.
5. Differentiate between figurative and literal language.
6. Evaluate and make judgments on the basis of information given.
7. Distinguish between fact and non-fact.
8. Recognize various persuasion devices.
9. Make inferences and draw logical conclusions.
10. Arrive at a generalization from a given series of details and/or assumptions.
11. Choose the appropriate meaning of multi-meaning words.

APPLIED READING COMPREHENSION SKILLS

IN A GIVEN SITUATION REQUIRING THE APPLICATION OF READING COMPREHENSION SKILLS AND AT A LEVEL OF DIFFICULTY APPROPRIATE TO AGE-LEVEL EXPECTATION, THE LEARNER CAN:

12. Follow written directions involving subordinate steps.
13. Use the various parts of a book and various kinds of books as aids in locating information (e.g., title page, table of contents, preface, index, dictionary, telephone book, encyclopedia, etc.).
14. Use graphic sources to get information (e.g., tables and lists, charts and graphs, maps and globes, pictures and diagrams, scale drawings, transportation schedules, etc.).
15. Understand commonly used terms and abbreviations used in such items as the classified section of a newspaper, application forms, payroll deduction statements.
16. Respond with understanding to printed materials normally associated with government and law (e.g., traffic citation, voter ballot, jury summons, subpoena, etc.).
17. Choose items for purchase on the basis of such written information as labels, newspaper and catalog descriptions.
18. Recognize and understand the vocabularies associated with a variety of occupations, special interests, and hobbies.

ESSENTIAL MATHEMATICS OBJECTIVES

MID-POINT LEVEL

GEOMETRY AT A LEVEL APPROPRIATE TO THE AGE-LEVEL EXPECTATION, THE LEARNER CAN:

1. Identify from a group of two-dimensional figures a circle, a quadrilateral, a parallelogram, a square, a rectangle, and a triangle.

NUMERATION AND OPERATIONS WITH WHOLE NUMBERS AT A LEVEL APPROPRIATE TO THE AGE-LEVEL EXPECTATION, THE LEARNER CAN:

2. Arrange a group of numbers into ascending order (limit to 4-digit whole numbers).
3. Demonstrate the ability to interpret place value (limit to 5-digit numbers).
4. Read and write 5-digit numerals (verbal or numeric form).
5. State, in writing, the factors of a given number.
6. Add a column of five numbers, where (1) the quantity of digits in the numbers varies but numbers are limited to 4 digits, and (2) regrouping is required.
7. Perform subtraction using 4-digit numbers and regrouping, and relate subtraction to addition.
8. Show the relationship between multiplication and addition, and between multiplication and division.
9. Multiply numbers where regrouping is necessary (limit to 3-digit numbers).

RATIONAL NUMBERS AND OPERATIONS AT A LEVEL APPROPRIATE TO THE AGE-LEVEL EXPECTATION, THE LEARNER CAN:

10. Show whether two fractions having different denominators have the same value.
11. Add and subtract fractions having unlike denominators (limit to simple fractions).
12. Demonstrate multiplication of fractions.
13. Translate the verbal statement of a simple fractional part of the whole into a fraction or a decimal number.
14. Perform estimations and solve problems involving addition and subtraction, using whole numbers, simple fractions, and decimals.
15. Perform estimations and solve problems involving multiplication and division, including whole numbers and simple fractions and decimals.

MEASUREMENT AT A LEVEL APPROPRIATE TO THE AGE-LEVEL EXPECTATION, THE LEARNER CAN:

16. Use reference units of weight/mass, length, area, volume, temperature, time, and money to estimate and determine measures, both metric and customary.
17. Solve problems using linear, area, volume, weight/mass, money, and temperature measures, both metric and customary.

GRAPHS AND CHARTS AT A LEVEL APPROPRIATE TO THE AGE-LEVEL EXPECTATION, THE LEARNER CAN:

18. Read and interpret mathematical information on a map or graph.

HIGH SCHOOL COMPLETION

THE NUMBER SYSTEM AT A LEVEL APPROPRIATE TO THE AGE-LEVEL EXPECTATION, THE LEARNER CAN:

1. Demonstrate an understanding of the concept of decimal notation by using it to express numbers as great as ten million and as small as ten thousandths.
2. Demonstrate the ability to interpret place value.
3. Use the addition facts through $10 + 10$ in addition and subtraction processes, with computing aids as necessary.
4. Use the multiplication facts through 10×10 in multiplication and division processes.
5. Order a set of numbers in ascending or descending order (limit to 6-digit numbers).
6. Solve a simple problem involving the processes of addition, subtraction, multiplication, and/or division.
7. Estimate answers to simple equation statements, and solve simple equations.
8. Add, subtract, multiply, and divide fractions and decimal numbers to 3 places.
9. Use concepts and computational skills in keeping personal records such as banking and savings accounts, information for insurance and income tax, records of interest, and similar consumer affairs such as planning for earning a living and solving problems of housing.

MEASUREMENT AT A LEVEL APPROPRIATE TO THE AGE-LEVEL EXPECTATION, THE LEARNER CAN:

10. Demonstrate that to find the measure of an object, a comparison is made.
11. Identify the kind of unit to be used for determining the measure of a particular object.
12. Count various combinations of paper money and coins up to \$100, and make change from \$100 for purchases under that amount.
13. Use tables of weights/mass to convert tons to pounds to ounces, or kilograms to grams, and use tables of volumes to convert gallons to quarts to pints, or liters to milliliters.
14. Use a meter stick or yard stick to measure lengths (dimensions) and, given the formulas, use the measures found to compute areas of surfaces and volumes of solids or containers.
15. Add, subtract, multiply, and divide using measures, and solve simple problems involving measures.

16. Estimate and verify the measure of a property of an object, and compare two similar objects by comparing their measures.
17. Demonstrate knowledge of measuring devices (including metric, direct, and indirect) by explaining their purposes, and use a variety of measuring devices for personal, shop, or leisure time needs.

CONCEPTS OF SIZE, PLACE, AND QUANTITY AT A LEVEL APPROPRIATE TO THE AGE-LEVEL EXPECTATION, THE LEARNER CAN:

18. Demonstrate an understanding of the concepts of size and shape by describing the properties of objects in terms of volume, weight/mass, and dimensions.
19. Demonstrate an understanding of the concepts of time, place, distance, and quantity by describing "when," "where," "how far," "how many," and "how much."
20. Use ratios and percent in problem solving situations, such as making comparisons, interpreting charts, enlarging and reducing sizes, and managing personal finances.
21. Identify units by size or quantity for pricing commodities.
22. Use scales to indicate location and maps to determine distances between two geographic locations.

GRAPHS AND CHARTS AT A LEVEL APPROPRIATE TO THE AGE-LEVEL EXPECTATION, THE LEARNER CAN:

23. Demonstrate the understanding of the concept of the number line by using one scale or two scales (graph) to locate a position.
24. Read and interpret mathematical information on a chart or graphs such as circle, bar, line, and picture graphs.

APPENDIX B LABELS AND DEFINITIONS OF TAP REPORTING GROUPS

Group Label	CATEGORY TITLE – NUMBER OF GROUPS
	ESC REGIONS – 20
REGION I	Geographic regions served by education service centers.
REGION XX	<i>SOURCE:</i> Texas Education Agency (TEA) Management Information Center (MIC) data files.
	DISTRICT TYPE – 5
URBAN	The central cities of the state's seven largest Standard Metropolitan Statistical Areas as defined by the U.S. Bureau of Census.
OTHER CENTRAL CITY	The central cities in the state's remaining Standard Metropolitan Statistical Areas as defined by the U.S. Bureau of Census.
SUBURBAN	An outlying district adjacent to a Central City.
NON-METROPOLITAN	A district not defined as one of the other four types.
RURAL	A district of less than 1,000 ADA having no central town.
	<i>SOURCE:</i> TEA MIC data files.
	DISTRICT SIZE – 5
50,000 and Over	Range of pupils in average daily attendance (ADA).
10,000 to 50,000	
3,000 to 10,000	
500 to 3,000	
Under 500	<i>SOURCE:</i> TEA MIC data files.

CATEGORY TITLE – NUMBER OF GROUPS**Group Label****Group Definition – SOURCE of Data**

PER PUPIL EXPENDITURE – 5

PPE/Under \$700
PPE/\$700-\$799
PPE/\$800-\$899
PPE/\$900-\$999
PPE/\$1000+

Amount of money the district budgeted per pupil in 1976-77. (Exclusive of Capital Outlay or Federal Funds.)

SOURCE: TEA MIC data files.

ETHNICITY – 3

BLACK
MEXICAN AMERICAN
OTHER

Ethnic designation filled in by school personnel for each pupil.

SOURCE: Pupil Information form (PI).

SEX – 2

MALE
FEMALE

Sex designation filled in by the school personnel for each pupil.

SOURCE: PI

GIFTED/TALENTED – 2

GIFTED/TALENTED-YES
GIFTED/TALENTED-NO

YES if the pupil "participates in a planned program of differentiated instruction for students identified as gifted and/or talented." Otherwise NO.

SOURCE: PI

LANGUAGE/LEARNING DISABILITY – 2

L/L DISABILITY-YES
L/L DISABILITY-NO

YES if the school district identified the pupil as having a language and/or learning disability. Otherwise NO.

SOURCE: PI

CATEGORY TITLE – NUMBER OF GROUPS

Group Label

Group Definition – *SOURCE* of Data

FREE LUNCH ELIGIBLE – 2

FREE LUNCH-YES
FREE LUNCH-NO

YES if the school district identified the pupil as "eligible for free or reduced price meals" based on family income and number of children in the family. Otherwise NO.

SOURCE: PI

TITLE I PARTICIPATION – 2

TITLE I REGULAR-YES
TITLE I REGULAR-NO

YES if the school district indicated that the pupil participates in a Title I (Regular) program of federally-funded compensatory education programs and services for educationally disadvantaged pupils. Otherwise NO.

SOURCE: PI

MIGRANT PROGRAM PARTICIPATION – 2

TITLE I MIGRANT-YES
TITLE I MIGRANT-NO

YES if the school district indicated that the pupil participates in a program to meet the unique needs of children of migrant workers and fishermen. Otherwise NO.

SOURCE: PI

STATE COMPENSATORY PARTICIPATION – 2

STATE COMP. ED-YES
STATE COMP. ED-NO

YES if the school district indicated that the pupil participates in a State Compensatory Education program for educationally disadvantaged children. Otherwise NO.

SOURCE: PI

CATEGORY TITLE – NUMBER OF GROUPS

Group Label

Group Definition – *SOURCE* of Data

PARTICIPATION IN SUPPLEMENTAL PROGRAMS – 2

TITLE I INDEX-YES
TITLE I INDEX-NO

The pupil participates in at least one of the following:
Title I (Regular), Title I (Migrant), and/or State
Compensatory Education program(s).

SOURCE: PI

FAMILY NEWSPAPER – 2

NEWSPAPER-YES
NEWSPAPER-NO

Pupil response to "Does your family get a newspaper
regularly?"

SOURCE: Tailsheet (TS), an information sheet filled
out by each pupil after completing one of the tests.

FAMILY MAGAZINE – 2

MAGAZINE-YES
MAGAZINE-NO

Pupil response to "Does your family get any magazines
regularly?"

SOURCE: TS

BOOKS IN THE HOME – 2

BOOKS-YES
BOOKS-NO

Pupil response to "Are there more than 25 books in
your home?"

SOURCE: TS

ENCYCLOPEDIAS IN THE HOME – 2

ENCYCLOPEDIA-YES
ENCYCLOPEDIA-NO

Pupil response to "Is there an encyclopedia in your
home?"

SOURCE: TS

CATEGORY TITLE – NUMBER OF GROUPS**Group Label****Group Definition – *SOURCE* of Data**

READING MATERIALS IN THE HOME – 4**READ MATERIALS-0-1**

Pupil responded YES to zero or one of the above four questions.

READ MATERIALS-2

Pupil responded YES to any two of the above four questions.

READ MATERIALS-3

Pupil responded YES to any three of the above four questions.

READ MATERIALS-4

Pupil responded YES to all four of the above four questions.

SOURCE: TS**READING FOR FUN – 2****READ BOOKS-YES
READ BOOKS-NO**

Pupil response to "Do you read books for fun, even when they are not for school?"

SOURCE: TS**TV WATCHING TIME – 5****TV-NONE
TV-1-2 HOURS
TV-2-4 HOURS
TV-4-5 HOURS
TV-OVER 5 HOURS**

Amount of time the pupil indicated watching TV the previous night.

SOURCE: TS**HOMEWORK TIME PER WEEK – 4**

The pupil indicated the following:

HMWK-NONE ASSIGNED

No homework is ever assigned.

CATEGORY TITLE – NUMBER OF GROUPS

Group Label

Group Definition – *SOURCE* of Data

– Homework Time Per Week (Continued) –

HMWK-DON'T DO

The pupil has homework, but doesn't do it.

HMWK-LESS 5 HOURS/WK

The pupil does less than 5 hours homework per week.

HMWK-OVER 5 HOURS/WK

The pupil does more than 5 hours homework per week.

SOURCE: TS

HOME LANGUAGE – 3

LANGUAGE USED-ENGLISH

The pupil indicated that **only English** is used in the home.

LANGUAGE USED-
TWO LANGUAGES

English is the most often spoken in the home, but another language is also spoken.

LANGUAGE USED-NON-ENG.

English is not the language most often spoken in the home.

SOURCE: TS

APPENDIX C

READING SCORES - CAT-77 ACHIEVEMENT TEST RESULTS FOR TEXAS SIXTH GRADERS

(April, 1978)

Scores are given in Mean Scale Scores (SS), Equivalent Percentile Rank (%ile) and Grade Equivalents (GE)

	VOCABULARY			COMPREHENSION			TOTAL READING		
	SS	%ile	GE	SS	%ile	GE	SS	%ile	GE
National	499	50	6.7	511	50	6.7	501	50	6.7
State	492	47	6.4	500	44	6.3	490	45	6.3
Regions									
I	462	31	5.3	478	32	5.4	463	31	5.4
II	487	44	6.2	499	43	6.2	487	43	6.2
III	488	44	6.2	494	41	6.0	484	42	6.1
IV	493	47	6.5	502	45	6.3	492	46	6.4
V	494	48	6.5	501	44	6.3	491	45	6.4
VI	498	50	6.7	496	42	6.1	490	45	6.3
VII	492	47	6.4	494	41	6.0	487	43	6.2
VIII	495	48	6.5	499	43	6.2	490	45	6.3
IX	503	52	6.9	508	48	6.6	500	50	6.7
X	498	50	6.7	502	45	6.3	494	47	6.5
XI	507	55	7.0	517	53	7.0	507	54	7.0
XII	497	49	6.6	502	45	6.3	493	46	6.4
XIII	495	48	6.5	504	46	6.4	494	47	6.5
XIV	503	52	6.9	510	49	6.7	502	51	6.8
XV	496	49	6.6	505	47	6.5	495	47	6.5
XVI	510	56	7.1	524	57	7.4	514	57	7.2
XVII	486	43	6.1	499	43	6.2	486	43	6.2
XVIII	491	46	6.4	505	47	6.5	493	46	6.4
XIX	477	39	5.8	495	41	6.1	480	40	6.0
XX	477	39	5.8	484	35	5.6	473	36	5.7

	VOCABULARY			COMPREHENSION			TOTAL READING		
	SS	%ile	GE	SS	%ile	GE	SS	%ile	GE
National	499	50	6.7	511	50	6.7	501	50	6.7

School District Types

Urban	475	38	5.8	484	35	5.6	472	36	5.7
Other Central City	488	44	6.2	499	43	6.2	488	44	6.3
Suburban	509	56	7.1	517	53	7.0	508	54	7.0
Non-Metro-politan	491	46	6.4	498	43	6.2	488	44	6.3
Rural	481	41	6.0	490	39	5.8	479	39	5.9

School District Size

50,000 and Over	474	37	5.7	482	34	5.6	470	35	5.6
10,000 to 50,000	503	52	6.9	512	51	6.7	502	51	6.8
3,000 to 10,000	499	50	6.7	507	48	6.5	498	49	6.6
500 to 3,000	490	46	6.3	497	42	6.2	487	43	6.2
Under 500	484	42	6.1	494	41	6.0	483	41	6.1

School District Per Pupil Expenditure

Under \$700	481	41	6.0	491	39	5.9	479	39	5.9
\$700 to \$799	495	48	6.5	501	44	6.3	492	46	6.4
\$800 to \$899	491	46	6.4	499	43	6.2	489	44	6.3
\$900 to \$999	498	50	6.7	507	48	6.5	497	48	6.6
\$1000 and Over	494	48	6.5	503	46	6.4	493	46	6.4

	VOCABULARY			COMPREHENSION			TOTAL READING		
	SS	%ile	GE	SS	%ile	GE	SS	%ile	GE
National	499	50	6.7	511	50	6.7	501	50	6.7
Ethnicity									
Black	458	29	5.1	469	28	5.1	455	27	5.1
Mexican American	458	29	5.1	473	30	5.3	458	29	5.2
Other	518	60	7.6	522	56	7.3	516	58	7.3
Sex									
Male	489	45	6.3	493	40	6.0	485	42	6.1
Female	495	48	6.5	507	48	6.5	495	47	6.5
Gifted/Talented									
Yes	546	75	8.6	553	72	8.4	548	74	8.5
No	491	46	6.4	499	43	6.2	489	44	6.3
L/L Disability									
Yes	424	13	4.0	433	14	4.0	416	12	4.0
No	495	48	6.5	503	46	6.4	494	47	6.5
Free Lunch									
Yes	456	28	5.1	468	28	5.1	453	26	5.0
No	513	58	7.3	519	54	7.1	511	56	7.1
Title I - Regular									
Yes	442	21	4.6	451	20	4.5	437	19	4.5
No	502	52	6.9	510	49	6.7	501	50	6.7
Title I - Migrant									
Yes	438	19	4.5	456	22	4.7	438	20	4.6
No	494	48	6.5	502	45	6.3	492	46	6.4

	VOCABULARY			COMPREHENSION			TOTAL READING		
	SS	%ile	GE	SS	%ile	GE	SS	%ile	GE
National	499	50	6.7	511	50	6.7	501	50	6.7
State Compensatory Education									
Yes	460	30	5.2	469	28	5.1	456	28	5.1
No	495	48	6.5	503	46	6.4	493	46	6.4
Title I Index									
Yes	448	24	4.8	457	23	4.7	443	22	4.7
No	504	53	7.0	512	51	6.7	503	51	6.8
Newspapers									
Yes	501	51	6.8	509	49	6.6	500	50	6.7
No	472	36	5.6	480	33	5.5	468	34	5.5
Magazines									
Yes	509	56	7.1	517	53	7.0	508	54	7.0
No	473	37	5.7	481	34	5.5	469	34	5.6
Books									
Yes	501	51	6.8	508	48	6.6	499	49	6.7
No	442	21	4.6	454	22	4.6	439	20	4.6
Encyclopedias									
Yes	501	51	6.8	509	49	6.6	500	50	6.7
No	473	37	5.7	483	35	5.6	470	35	5.6
Reading Materials Index									
None - 1	446	23	4.7	456	22	4.7	441	21	4.6
2	470	35	5.6	480	33	5.5	468	34	5.5
3	494	48	6.5	500	44	6.3	491	45	6.4
4	521	62	7.8	529	60	7.6	521	61	7.6

	VOCABULARY			COMPREHENSION			TOTAL READING		
	SS	%ile	GE	SS	%ile	GE	SS	%ile	GE
National	499	50	6.7	511	50	6.7	501	50	6.7
Reading for Fun									
Yes	498	50	6.7	507	48	6.5	497	48	6.6
No	474	37	5.7	479	33	5.5	469	34	5.6
Television Watched									
None	497	49	6.6	507	48	6.5	497	48	6.6
1-2	502	52	6.9	512	51	6.7	502	51	6.8
2-4	499	50	6.7	508	48	6.6	498	49	6.6
4-5	482	41	6.0	492	40	5.9	480	40	6.0
Over 5	469	34	5.5	473	30	5.3	463	31	5.4
Homework									
None assigned	461	30	5.3	469	28	5.1	456	28	5.1
Don't do	464	32	5.4	465	26	5.0	456	28	5.1
Less 5 hrs./wk.	497	49	6.6	507	48	6.5	496	48	6.5
Over 5 hrs./wk.	509	56	7.1	518	54	7.1	509	55	7.0
Language in the Home									
English only	514	58	7.4	521	55	7.2	513	57	7.2
Two Languages	492	47	6.4	500	44	6.3	490	45	6.3
Non-English	453	26	4.9	467	27	5.1	452	26	5.0

APPENDIX D

MATHEMATIC SCORES — CAT-77 ACHIEVEMENT TEST RESULTS FOR TEXAS SIXTH GRADERS

(April, 1978)

Scores are given in Mean Scale Scores (SS), Equivalent Percentile Rank (%ile), and Grade Equivalents (GE)

	COMPUTATION			CONCEPTS AND APPLICATION			TOTAL MATH		
	SS	%ile	GE	SS	%ile	GE	SS	%ile	GE
National	491	50	6.7	496	50	6.7	493	50	6.7
State	497	54	6.9	486	43	6.3	490	48	6.6
Regions									
I	495	53	6.9	471	34	5.7	482	43	6.4
II	484	46	6.5	478	38	6.1	481	42	6.4
III	499	55	7.0	487	44	6.4	492	50	6.7
IV	498	54	7.0	485	43	6.3	490	48	6.6
V	492	51	6.7	484	42	6.3	487	46	6.5
VI	504	58	7.2	492	47	6.6	497	53	6.9
VII	491	50	6.7	485	43	6.3	487	46	6.5
VIII	498	54	7.0	488	45	6.4	492	50	6.7
IX	505	58	7.3	498	51	6.8	500	55	7.0
X	496	53	6.9	485	43	6.3	489	48	6.6
XI	492	51	6.7	496	50	6.7	493	50	6.7
XII	500	56	7.0	493	48	6.6	495	52	6.8
XIII	503	57	7.2	495	49	6.7	498	54	6.9
XIV	502	57	7.2	493	48	6.6	496	52	6.8
XV	506	59	7.3	489	45	6.4	496	52	6.8
XVI	514	64	7.5	503	54	7.0	507	60	7.3
XVII	493	51	6.8	485	43	6.3	488	47	6.6
XVIII	497	54	6.9	489	45	6.4	491	49	6.7
XIX	500	56	7.0	489	45	6.4	493	50	6.7
XX	490	50	6.7	475	37	5.9	482	43	6.4

	COMPUTATION			CONCEPTS AND APPLICATION			TOTAL MATH		
	SS	%ile	GE	SS	%ile	GE	SS	%ile	GE
National	491	50	6.7	496	50	6.7	493	50	6.7
School District Types									
Urban	486	47	6.6	476	37	5.9	480	42	6.3
Other Central City	500	56	7.0	487	44	6.4	492	50	6.7
Suburban	504	58	7.2	495	49	6.7	498	54	6.9
Non-Metro-politan	496	53	6.9	485	43	6.3	489	48	6.6
Rural	495	53	6.9	486	43	6.3	489	48	6.6
School District Size									
50,000 and Over	487	48	6.6	476	37	5.9	480	42	6.3
10,000 to 50,000	500	56	7.0	492	47	6.6	495	52	6.8
3,000 to 10,000	502	57	7.2	489	45	6.4	494	51	6.7
500 to 3,000	497	54	6.9	486	43	6.3	490	48	6.6
Under 500	498	54	7.0	487	44	6.4	491	49	6.7
School District Per Pupil Expenditure									
Under \$700	492	51	6.7	478	38	6.1	484	44	6.5
\$700 to \$799	496	53	6.9	486	43	6.3	490	48	6.6
\$800 to \$899	499	55	7.0	487	44	6.4	492	50	6.7
\$900 to \$999	494	52	6.9	490	46	6.5	491	49	6.7
\$1000 and Over	497	54	6.9	488	45	6.4	491	49	6.7

	COMPUTATION			CONCEPTS AND APPLICATION			TOTAL MATH		
	SS	%ile	GE	SS	%ile	GE	SS	%ile	GE
National	491	50	6.7	496	50	6.7	493	50	6.7
Ethnicity									
Black	466	36	6.0	457	26	5.3	461	30	5.6
Mexican American	485	47	6.6	467	32	5.6	475	38	6.2
Other	511	62	7.4	504	55	7.0	506	59	7.3
Sex									
Male	488	48	6.6	484	42	6.3	486	46	6.5
Female	505	58	7.3	488	45	6.4	495	52	6.8
Gifted/Talented									
Yes	541	78	8.0	533	72	8.0	535	76	8.0
No	496	53	6.9	485	43	6.3	489	48	6.6
L/L Disability									
Yes	428	17	4.9	422	12	4.1	424	12	4.6
No	500	56	7.0	489	45	6.4	493	50	6.7
Free Lunch									
Yes	475	41	6.3	461	28	5.4	467	33	5.9
No	509	61	7.4	500	52	6.8	503	57	7.2
Title I — Regular									
Yes	463	34	5.9	447	21	4.9	455	26	5.5
No	503	57	7.2	494	49	6.6	497	53	6.9
Title I — Migrant									
Yes	488	48	6.6	460	28	5.4	473	37	6.0
No	497	54	6.9	487	44	6.4	491	49	6.7

National	COMPUTATION			CONCEPTS AND APPLICATION			TOTAL MATH		
	SS	%ile	GE	SS	%ile	GE	SS	%ile	GE
	491	50	6.7	496	50	6.7	493	50	6.7
State Compensatory Education									
Yes	475	41	6.3	461	28	5.4	468	34	5.9
No	498	54	7.0	488	45	6.4	492	50	6.7
Title I Index									
Yes	468	37	6.0	451	23	5.1	459	28	5.6
No	504	58	7.2	496	50	6.7	499	54	7.0
Newspapers									
Yes	504	58	7.2	494	49	6.6	498	54	6.9
No	483	45	6.5	471	34	5.7	476	39	6.2
Magazines									
Yes	507	60	7.3	499	52	6.8	502	56	7.1
No	485	47	6.6	471	34	5.7	477	40	6.2
Books									
Yes	503	57	7.2	493	48	6.6	497	53	6.9
No	461	33	5.9	445	20	4.8	452	25	5.4
Encyclopedias									
Yes	504	58	7.2	494	49	6.6	498	54	6.9
No	482	45	6.5	470	34	5.7	474	38	6.2
Reading Materials Index									
None - 1	466	36	6.0	452	24	5.1	458	28	5.5
2	483	45	6.5	471	34	5.7	476	39	6.2
3	497	54	6.9	487	44	6.4	491	49	6.7
4	517	65	7.6	509	58	7.2	512	63	7.5

	COMPUTATION			CONCEPTS AND APPLICATION			TOTAL MATH		
	SS	%ile	GE	SS	%ile	GE	SS	%ile	GE
National	491	50	6.7	496	50	6.7	493	50	6.7
Reading for Fun									
Yes	500	56	7.0	489	45	6.4	493	50	6.7
No	485	47	6.6	476	37	5.9	480	42	6.3
Television Watched									
None	497	54	6.9	489	45	6.4	492	50	6.7
1-2	505	58	7.3	496	50	6.7	499	54	7.0
2-4	501	56	7.0	492	47	6.6	495	52	6.8
4-5	490	50	6.7	481	40	6.2	485	45	6.5
Over 5	478	42	6.4	462	29	5.4	469	34	5.9
Homework									
None assigned	480	44	6.4	472	35	5.8	475	38	6.2
Don't do	463	34	5.9	451	23	5.1	458	28	5.5
Less 5									
hrs./wk.	502	57	7.2	492	47	6.6	496	52	6.8
Over 5									
hrs./wk.	509	61	7.4	501	53	6.9	503	57	7.2
Language in the Home									
English only	510	61	7.4	501	53	6.9	504	58	7.2
Two Languages	495	53	6.9	485	43	6.3	489	48	6.6
Non-English	481	44	6.5	464	30	5.5	472	36	6.0

APPENDIX E

TEXAS ASSESSMENT PROJECT PUPIL INFORMATION

(To be completed by the school)

Information about pupil number:

Grade

- ☐ 3
☐ 4
☐ 6
☐ 7
☐ 8
☐ 11
☐ 12

Sex

- ☐ M
☐ F

Birthdate

- | Month | Year |
|-------|------|
| 00 | 00 |
| 01 | 01 |
| 02 | 02 |
| 03 | 03 |
| 04 | 04 |
| 05 | 05 |
| 06 | 06 |
| 07 | 07 |
| 08 | 08 |
| 09 | 09 |

Ethnicity

- ☐ Black
☐ Mexican-American
☐ Other

1. Is the pupil eligible for free or reduced price meals? YES NO
(This includes any program under the National School Lunch and Child Nutrition Program.)

2. Mark YES or NO to indicate whether or not the pupil participates in each of the programs listed.

Gifted and Talented
Special Education:

L/LD (5251)

ED (4647)

SH (4545)

MR (4444)

Other Special Ed

YES NO

- | | |
|-----------------------|-----------------------|
| ☐ | ☐ |
| ☐ | ☐ |
| ☐ | ☐ |
| ☐ | ☐ |
| ☐ | ☐ |
| ☐ | ☐ |

3. Complete this section for pupils in GRADES 3 THRU 8 ONLY.

Mark YES or NO to indicate whether or not the pupil participates in each of the programs listed.

Title I (Regular)

YES NO

- ☐ ☐

Title I (Migrant)

- ☐ ☐

State Compensatory Ed.

- ☐ ☐

FOR RTI USE ONLY

Mark YES or NO to indicate whether or not this form was completed

YES NO

- ☐ ☐

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

TAILSHEET INFORMATION
(Completed by the Student)

1. Does your family get a newspaper regularly?
☐ Yes
☐ No
☐ I don't know.
☐ I prefer not to answer.
2. Does your family get any magazines regularly?
☐ Yes
☐ No
☐ I don't know.
☐ I prefer not to answer.
3. Are there more than 25 books in your home?
☐ Yes
☐ No
☐ I don't know.
☐ I prefer not to answer.
4. Is there an encyclopedia in your home?
☐ Yes
☐ No
☐ I don't know.
☐ I prefer not to answer.
5. Do you read books for fun, even when they are not for school?
☐ Yes
☐ No
☐ I prefer not to answer.
6. How much television did you watch last night?
☐ None
☐ One hour or less.
☐ 1 to 2 hours
☐ 2 to 3 hours
☐ 3 to 4 hours
☐ 4 to 5 hours
☐ 5 to 6 hours
☐ Six hours or more
☐ I prefer not to answer.
7. Approximately what is the average amount of time you spend on homework a week?
☐ No homework is ever assigned.
☐ I have homework, but I don't do it.
☐ Less than 5 hours a week.
☐ Between 5 and 10 hours a week.
☐ More than 10 hours a week.
☐ I prefer not to answer.
8. Is English the language spoken most often in your home?
☐ Yes
☐ No
☐ I prefer not to answer.
9. Is a language other than English spoken in your home?
☐ Often
☐ Sometimes
☐ Never
☐ I prefer not to answer.